

# **Grade 9 Lesson Outline**

## **Rights, Respect, Responsibility**

### **A K-12 Sexuality Education Curriculum from Advocates for Youth**

The following lessons have been selected specifically for 9<sup>th</sup> grade students in the Boston Public Schools. Topics include: healthy and unhealthy relationships, consent, effective communication, gender, sexual orientation and identity, STDs, pregnancy prevention and options, decision making, and accessing reliable information.

Each lesson is 50 minutes in length.

<b>Grade 9</b>		
<b>No.</b>	<b>Lesson Name</b>	<b>Learning Objectives</b>
0	Introduction to 3Rs Curriculum	<ol style="list-style-type: none"><li>1. Identify Ground Rules and expectations of the Rights, Respect, Responsibility curriculum.</li><li>2. Understand the overarching content and lesson sequence of the curriculum.</li><li>3. Demonstrate a respect for differences and personal values.</li></ol>
1	8.3 Healthy or Unhealthy Relationships?	<ol style="list-style-type: none"><li>4. Characterize traits of healthy and unhealthy relationships.</li><li>5. Name at least two types of power differentials in relationships.</li><li>6. Describe how an unhealthy relationship can become a healthy one.</li><li>7. Apply understanding of a healthy relationship to a couple featured in the media.</li></ol>
2	10.1 Rights, Respect, Responsibility	<ol style="list-style-type: none"><li>1. Define the terms consent, coercion, and incapacitated.</li><li>2. Differentiate between a situation in which consent is clearly given and one in which it is not.</li><li>3. Demonstrate an understanding of how giving and getting clear consent is part of a respectful relationship.</li></ol>
3	9.1 They Love Me... They Love Me Not	<ol style="list-style-type: none"><li>1. Describe at least three characteristics of an unhealthy or emotionally abusive relationship.</li><li>2. Explain at least one thing a person in an unhealthy or abusive relationship can do to leave that relationship.</li><li>3. Identify feelings about partners' roles and responsibilities in a relationship when there is a power difference between the two.</li></ol>
4	9.4 Sexual Orientation, Behavior, Identity	<ol style="list-style-type: none"><li>1. Name at least three different sexual orientations.</li><li>2. Describe the three components of sexual orientation and how they are uniquely different, as well as connected to each other.</li></ol>

5	9.5 Understanding Gender	<ol style="list-style-type: none"> <li>Explain what gender and gender identity are, and how they are different from biological sex.</li> <li>Define “gender script” while providing several examples of these scripts.</li> <li>Identify at least three sources of gender scripts and messages young people receive growing up.</li> </ol>
6a.	7.1 Everybody's Got Body Parts – Part 1	<ol style="list-style-type: none"> <li>Name at least two parts of the female internal and external sexual and reproductive systems.</li> </ol>
6b.	7.2 Everybody's Got Body Parts – Part 2`	<ol style="list-style-type: none"> <li>Describe the function of at least two parts of the female internal and external sexual and reproductive systems.</li> <li>Demonstrate a basic understanding of the menstrual cycle.</li> <li>Demonstrate a basic understanding of how and where sperm are made.</li> </ol>
7	7.5 Protecting Your Health: Understanding and Preventing STDs	<ol style="list-style-type: none"> <li>Define STDs and HIV.</li> <li>Describe how to lower one's risk of contracting an STD</li> <li>Compare sexual behaviors that are high, low, or no risk.</li> </ol>
8	10.2 Know Your Options	<ol style="list-style-type: none"> <li>List at least three methods of effective birth control for teens.</li> <li>Analyze at least three factors that have an impact on a teen's ability to successfully use birth control.</li> <li>Recall at least two reasons why a teen might want to use birth control that are independent from preventing pregnancy.</li> </ol>
9	9.9 What If...?	<ol style="list-style-type: none"> <li>Name at least two symptoms of pregnancy.</li> <li>Explain the three choices a person has when they learn that they are pregnant.</li> <li>Describe at least two reasons why a person might or might not choose each of the options.</li> <li>Define “prenatal care”.</li> <li>Access medically accurate information about pregnancy options, including prenatal care.</li> </ol>
10	9.11 Creating Condom Confidence	<ol style="list-style-type: none"> <li>Describe the steps to putting on a condom correctly.</li> <li>Demonstrate an understanding of the steps to correct condom use.</li> <li>Apply information relating to how to obtain condoms in their community by attempting to obtain condoms on their own.</li> </ol>

Please note: You may choose either lesson below to address social media issues and staying safe online.

11	10.7 Trust It or Trash It: Finding Accurate Sex Ed Information	<ol style="list-style-type: none"> <li>Analyze at least three strategies to distinguish whether a sexual health resource contains accurate and reliable information for teens.</li> <li>List at least two accurate and reliable information sources of sexual health information for teens.</li> </ol>
11	10.5 Using Technology Responsibly	<ol style="list-style-type: none"> <li>Define the term sexting and identify reasons why someone may choose to sext.</li> <li>Identify two connections between child pornography and sexting laws.</li> <li>Explain at least two options for people involved in sexting situations.</li> </ol>